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ABSTRACT

In these workshop materials, Perry's scheme of intellectual and ethical development is graphically portrayed. This is followed by: (1) an epistemological overview of positions two to five of the Perry scheme (what to learn, how to learn, how to think, and how to judge in context); (2) an overview of Perry scheme instrumentation; (3) Perry rating cues for the measure of intellectual development, focusing on a view of knowledge and learning, the role of authority, role of learners/peers, classroom atmosphere, role of evaluation, language, and multiples/quantity; (4) a structured Perry interview format; (5) a format for analyzing students' essays about the nature of learning; and (6) segments written by 45 students describing the best class they had ever taken and rationales for their choice. (JDD)

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TUNING IN TO STUDENT VOICES: ASSESSMENT & THE PERRY SCHEME OF INTELLECTUAL & ETHICAL DEVELOPMENT

Workshop material prepared for the
Fifth AAHE Assessment Forum
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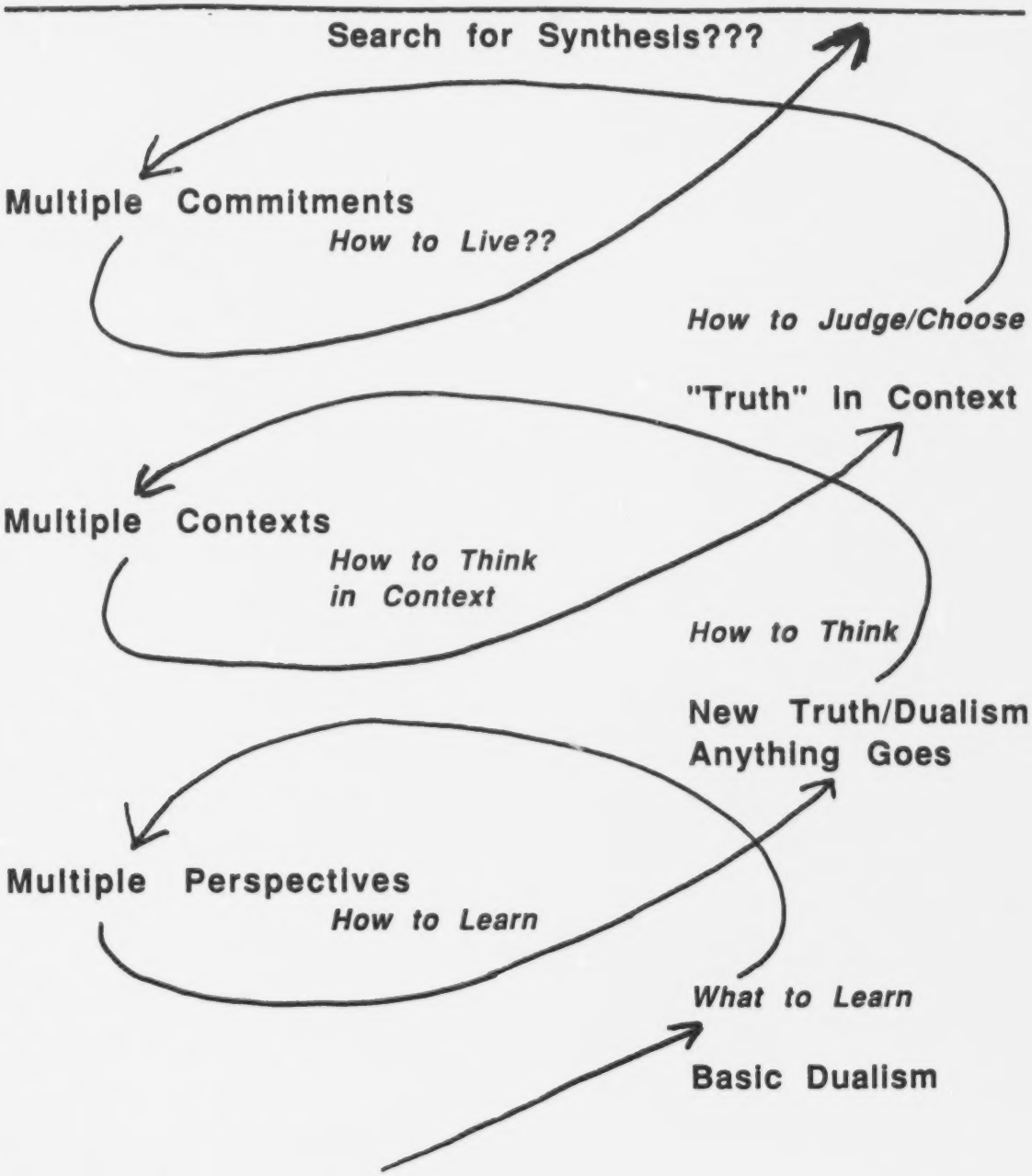
PERRY'S SCHEME OF INTELLECTUAL AND ETHICAL DEVELOPMENT



William S. Moore, 1989
Center for the Study of Intellectual Development

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EPISTEMOLOGICAL OVERVIEW OF POSITIONS TWO TO FIVE
OF THE PERRY SCHEME OF INTELLECTUAL AND
ETHICAL DEVELOPMENT

POSITION	VIEW OF KNOWLEDGE	ROLE OF AUTHORITY	ROLE OF SELF	LANGUAGE	INTELLECTUAL STRENGTHS
2 What to learn	Dualistic view: All knowledge is right or wrong Knowledge is a collection of facts	Source of right answers	Receive and know facts (passive)	Absolutes Dichotomies	Description/ Narration
3 How to Learn	Knowledge is right or wrong; some knowledge is not yet known	Source of the way to find right answers	Seek methods to find right answers	Qualifiers Quantity terms	Compare/ Contrast
4 How to Think	Some knowledge is right or wrong: most knowledge is not yet known and can be defined only subjectively	Source of ways to think	Think independently	Absolutes and rules in form of "New Truth"	Analysis
5 How to Think (Judge) in context	Little knowledge is right or wrong; most knowledge is contextual and can be judged qualitatively	Source of expertise in a defined realm of knowledge	Seek the most adequate solution	Qualifiers which recognize multiple contexts or perspectives (e.g. "On the other hand...")	Synthesis
	[Increasingly conjectural and uncertain]	[Shifting from Source to resource]	[Increasingly self-aware as agent in meaning-making]		

Kathe Taylor and Bill Moore, Longwood College, 1987

OVERVIEW OF PERRY SCHEME INSTRUMENTATION

PRODUCTION FORMAT

Interviews--unstructured
- original study--Perry & colleagues
- Clinchy & Zimmerman replication (1975)

Interviews--structured
- Benack--**Dimensions of Epistemological Thought** (1982)
- Slepitza (1983)
- Moore, Murrell & Graham (1985-87)

Completion tasks
- Knefelkamp & Widick--**Measure of Intellectual Development** (1974, 1975)
- Baxter Magolda & Porterfield--**Measure of Epistemological Reflection** (1983)

COMPREHENSION FORMAT

- Kurfiss (1977)

PREFERENCE FORMAT

- Griffith & Chapman--**Learning Context Questionnaire** (1982)
- Erwin--**Scale of Intellectual Development** (1983)
- Parker--**Parker Cognitive Developmental Inventory** (1984)
- Moore--**Learning Environment Preferences** (1987)

GENERAL ISSUES

- derivation of instrument/theoretical grounding
- breadth of focus
- scoring approaches
- nature & extent of empirical work
  - *reliability
  - *validation comparisons
  - *criterion group differences
  - *intervention/longitudinal studies

MID ESSAY PROMPTS

ESSAY A
Describe the best course you've taken in high school or college. What made it positive for you? Feel free to go into as much detail as you think is necessary to give a clear idea of the course; for example, you might want to discuss areas such as the subject matter, class activities(readings, films, etc.), what the teacher was like, the atmosphere of the course, grading procedures, etc.--whatever you think was important. Please be as specific in your answer as possible, describing as completely as you can why the issues you discuss stand out to you as important.

ESSAY AP
Describe a course that would represent the ideal learning environment for you. Please be as specific and concrete as possible about what this course would include; we want you to go into as much detail as you think is necessary to present clearly this ideal situation. For example, you might want to discuss what the content or subject matter would be, the evaluation procedures that would be used, the demands on you as a student, what the teacher/swould be like, and so on. Please include your explanations for why the specific course aspects you discuss are "ideal" for you.

ESSAY Q [Experimental]
Look back on your experiences in the QUANTA program, and reflect on your discoveries about yourself as a learner. Please be as specific and concrete as possible about what stood out for you about this program: we want you to go into as much detail as you think is necessary to give us a clear idea of your learnings in QUANTA. For example, you might want to discuss any or all of the following topics: the content/subjectmatter, the kinds of teachers and teaching you experienced, the classroom atmosphere, and/orthe evaluation procedures that were used. Through these experiences, what have you learned about yourself as a learner?

ESSAY C (L. Lee Knefelkamp & R.L. Slepitza, 1976)
One of the major issues in many individuals' lives concerns career planning and vocational decision-making. Individuals approach this issue in very different ways; please discuss in detail all the things that you consider when thinking about the question of career decision-making in your own life. Please be as specific as you can, providing examples whenever possible so that we can understand how you think about the issue of careers.

STRUCTURED PERRY INTERVIEW FORMAT:
ONE APPROACH

1. What is your view of an ideal college education? What is involved in that education? How, if at all, should a student change or be different as a result of that educational experience?

2. Have you encountered any significant differences in beliefs and values in your peers in college or other people you've met in your experiences here? What is your reaction to this diversity; in other words, how do you account for these differences? How do you go about evaluating the conflicting views or beliefs you encounter? How, if at all, do you interact with people who have beliefs or views different from your own? [Note: Focus here is on process of evaluating or interacting, not specific beliefs or reactions per se]

3. Facing an uncertain situation in which you don't have as much information as you'd like and/orthe information available is not clearcut, how do you go about making a decision about what you believe? [Try to get the student to describe their process of coming to a judgment in that kind of situation, which in most cases will entail using a concrete example of some personal relevance to the student but not too emotionally-charged]. Is your decision in that situation the right decision? Why or why not? If so, how do you know?

4. How would you define "knowledge"? How is knowledge related to what we talked about earlier in terms of an education? What is the relationship between **knowledge** and **truth**? What are your standards for evaluating the truth of your beliefs or values? Do your personal beliefs/values apply to other people--are you willing to apply your standards to their behavior? Why or why not?

CONSISTENT PROBES

*How have your arrived at this particular view of these issues? Can you remember a time when you didn't think this way and recall how your has changed over time?

*To what extent do you think the view you've expressed is a logical and coherent position you've defined for yourself? Have you considered alternative views?

*How likely is it that your view will change in the future? if you think it's likely to change, what kind of experiences or situations might produce such change?

Center for the Study of Intellectual Development
Rev. May, 1989

APPENDIX 1:

PERRY RATING CUES FOR THE MEASURE OF INTELLECTUAL DEVELOPMENT*

VIEW OF KNOWLEDGE AND LEARNING

Position Two

2a. What to learn
2b. More concerned with right answer than method for obtaining right answer - values facts
2c. Knowledge = collection of information; Learning = information exchange
2d. Simplistic connection to major/career

Position Three

3a. How to learn
3b. Cites a process as the way to learn (method becomes the authority)
3c. "Good" learning is practical/relevant

Position Four

4a. How to think
4b. Believes that independent-like thought refers to a method/way of thinking which actually is the way authorities want you to think
4c. Sees answer in newly-formed conclusions and opinions - "New Truth"
4d. Multiplicity offers the opportunity where "anything goes," "do your own thing"
4e. Moves from the way of thinking to ways of thinking
4f. Begins to see the difference between an opinion and a supported opinion; begins to give supportive evidence

Position Five

5a. How to think in context; knowledge is disconnected from Absolutes
5b. Engaged in a search for Truth
5c. Endorses learning for learning's sake
5d. Striving for expertise

ROLE OF AUTHORITY

Position Two

2a. May see Authority as the giver, and the party who is responsible for the learning
2b. Authority is the sole source of information (Teacher is all)
2c. Believes that she learns the Right Answer (Truth) from good authorities; begins to distinguish between good and bad authorities
2d. Authority includes not only the Teacher, but other externals e.g. textbooks
2e. Expects/demands a high level of external control
2f. Expects/demands structure from the Authority

Position Three

3a. Sees more roles for the Authority
3b. Still looks to Authority for the method to find the answer
3c. Stresses the relationship that forms between peers and intructor
3d. Relates good teaching to entertaining teacher (Teacher is entertainer)

Position Four

4a. Asserts independence from Authority; discounts expertise
4b. Asserts dependence on Authority in the form of "New Truth"
4c. Sees Authority as a model for how to think

Position Five

5a. Teacher is source of expertise
5b. Mutuality of learning is sought/ discussed
5c. Teacher has appropriate authority and expertise to critique and evaluate

*These cues represent the work of the University of Maryland Rating Team (Lee Knefelkamp, Peggy Fitch, William Moore, and Kathe Taylor) and the staff of the Alverno College Office of Research and Evaluation.

Rev. 3/86

ROLE OF LEARNERS/PEERS

Position Two

2a. Learner responsibility = reproducing information
2b. Sees self as passive, the receiver of knowledge, rather than an actor
2c. Self is rarely considered or discussed
2d. Focuses on one-to-one relationship with the Authority (peers are not authorities)
2e. Peers may be noted as part of the classroom atmosphere i.e. friends in class

Position Three

3a. Learner responsibility = working hard
3b. Role of student is to learn how to learn, how to do the processes called for
3c. Begins to display some ownership of thoughts and opinions
3d. Interested in variety among perspectives of peers (endorses discussion, but does not elaborate), but still sees instructor as the Final Authority
3e. May compete with peers, since learning is seen as a game to win
3f. Begins to apply learning outside of class

Position Four

4a. Learner responsibility = thinking independently, using supportive evidence
4b. Takes more responsibility for outcomes of learning
4c. Ownership of thoughts and feelings increases in amount and quality
4d. Student more active in determining course content and process
4e. Peers are legitimate sources of learning since everyone has a right to their own opinion
4f. Relates learning to issues in other classes

Position Five

5a. Learner responsibility = seeking/creating knowledge
5b. Peers are legitimate sources of learning, especially if they use "rules of adequacy"
5c. Empathy is possible
5d. "Good" students are highly motivated/take learning seriously
5e. Self is active agent in learning/internally motivated

CLASSROOM ATMOSPHERE

Position Two

2a. Talks about the physical classroom instead of the learning
2b. Values a "safe" learning environment where people are respected and treated kindly
2c. Expects and prefers a structured, traditional, formal process i.e. lecture
2d. Talks about fun in class

Position Three

3a. Considers that the familiar, more personalized classroom is more desirable
3b. Begins to accept less structured and more informal learning processes (may react against rote learning, memorization)
3c. Endorses a variety of teaching methods
3d. Enjoys challenge

Position Four

4a. Endorses flexibility and greater student responsibility for learning environment
4b. Rejects traditional teaching methods (may react against rote learning, "regurgitation")
4c. Enjoys assignments that require pulling together and analyzing

Position Five

5a. Mentions joy in learning, excitement of ideas
5b. Values intellectual dialogue; endorses seminar format
5c. Demands critique of own arguments and points of view

ROLE OF EVALUATION

Position Two

2a. Prefers clear, straightforward approach - teacher should test what has been taught

Position Three

3a. Emphasizes fairness in evaluation procedures
3b. Believes quantity of time and effort should be directly proportional to success (Hard work = good grades)
3c. Essay exams are OK - can write more

Position Four

4a. Questions Authority's right to evaluate
4b. Begins to accept qualitative criteria as legitimate in evaluation
4c. Essay exams are OK - can reflect student's thinking better

Position Five

5a. Separates evaluation of work from evaluation of self
5b. Comfortable with qualitative criticism
5c. Seeks/values quality feedback
5d. Still seeks good grades - but seeks "real learning" more
5e. Connects caring with thoughtful evaluation

LANGUAGE

Position Two
2a. Uses absolutes i.e. all, every, none
2b. Uses dichotomies - either/or structure
2c. Makes statements in the form of rules
2d. Simplistic (TSFAE)

Position Three
3a. Uses qualifiers, showing a break with absolutes
3b. Writes about multiples in a jerky fashion, showing some difficulty in making connections and transitions
3c. Presents multiples in a one-sided and often positive way
3d. Uses vague, unspecific terms (fuzzy)
3e. Uses "buzz" words (parroting)

Position Four
4a. Uses absolutes within multiplicity
4b. Uses dichotomies, but more elaborate than those used in position two
4c. Assigns new rule structures, using terms like must, should, have to
4d. Uses "buzz" words but with personalization/elaboration
4e. Presents critiques with positives and negatives
4f. Seemingly unaware of own contradictions
4g. Begins thinking about thinking (meta-thought); focuses on ideas

Position Five
5a. Meta-thought
5b. Reflects on personal history
5c. Synthesizes ideas and themes

MULTIPLES/QUANTITY

Position Two
2a. Multiples, if evident, tend to be simplistic and content-oriented

Position Three
3a. Begins to recognize and accept multiples
3b. Lists multiples - more is better
3c. Provides specific, concrete details
3d. Uses quantity terms e.g. more, many, a lot
3e. "Corrals" non-parallel items

Position Four
4a. Comfortable with a diversity of ideas (multiplicity)
4b. Quality and quantity are important
4c. Begins to integrate multiples, rather than simply "corral" them

Position Five
5a. Multiplicity/diversity is assumed
5b. Presents alternative perspectives

TUNING IN TO STUDENT VOICES: WHAT ARE TODAY'S STUDENTS SAYING ABOUT THEIR VISIONS OF LEARNING?

Shulamit Reinharz has said, "If we start with labels, we deny experience altogether" (On Becoming a Social Scientist, 1984, Jossey-Bass). So I thought we would start our inquiry today by examining a set of student voices without labels and attempting to create a descriptive picture of what we find. In order to provide at least some structure for your task, I would like for you to analyze the batch of essays you'll be given based on the following set of questions:

1) How would you characterize these students, both individually and collectively, **as learners** from what they say in these essays? Are there consistent themes/issues being expressed, and if so, what are they?

2) Taking a more focussed approach to the essays, consider three broad domains:
   - *What are the students saying about **knowledge** and the nature of learning?
   - *What are they saying about the appropriate role of the **teacher** ?
   - *What are they saying about the appropriate role of the **student** and his/her **peers** in the learning process?

Again, do you see consistent themes in these areas with these students, and if so, what are they?

3) How well (and in what ways) does the thematic profile you've sketched actually characterize the students you encounter and teach in your institution? What would you want to add to (or subtract from) this description to provide a more adequate profile of your students?

William S. Moore
Center for the Study of Intellectual Development
Prepared for the 5th AAHE Assessment Forum
June 27, 1990

1. The best class I have taken was US History during high school. Mr. D_____ T_____ was my teacher. I liked the class alot because Mr. T____ explained it in understandable terms. Sometimes I could actually see history happening in my mind.....We had alot of class discussions. I think discussions are important because they help answer questions. We also had many worksheets and quizzes. They didn't ask for off-the-wall answers. They asked for important people and events.....

2. My best class was Chemistry at the USAFA prep school. I took this course in high school, but didn't like it because of the teacher and the way it was run. First of all, the teacher was incompetent. She didn't care if anyone learned, just if the material was covered on time. She also didn't teach right. She would expect us to know something she had never taught and test us on subjects we had not covered. At the prep school, though, my instructor was the best and I loved the course and made straight A's. The teacher cared if we learned and never turned down a question or a request for EI [extra instruction]. She was the best and made me want to learn, therefore, I learned more than I ever have in the Chemistry program at the USAFA prep school.

3. My favorite class during my high school career was my 12th grade English class. The ciriculum included composition and literature. We wrote precise, book reports and term papers. We also studied English literature from 13th C to the Victorian Age and a little beyond. The reason I liked the class was the teacher and the way she went about filling us with knowledge and preparing us for the future.

We would have an assignment to read out of class and then we would go over it and she would explain it in detail. The composition part also prepared me for all future writings.

4. One of the best courses I've ever taken was an astronomy course. The professor was a brilliant man. The course required tremendous time and effort but the sense of accomplishment was overwhelming.
At no time were you asked what you wanted to do! He had the knowledge and he shared it.
Grading was based upon daily assignments, and 2 exams.
Each day you knew you had been in the presence of a great mind.

5. The best class I've ever taken was an American History course while in the 11th grade. My teacher was a jovial, bolsterous woman. She like so many teachers knew the material about her particular course(she was a variable walking encyclop.) but she had the natural ability to teach. She could get her ideas, her knowledge into the minds of her students.

The class atmosphere was one of relax creativity. No one was pressured to speak when they felt it wasn't important to do so. Everyone was allowed to go at his or her own pace and yet no matter how fast or slow, everyone always stayed up.

6. The best class I have ever taken was a high school Civics class. My teacher was a very "cool" person. He identified with the students because he was into the same music we were into and once in a while if we were "being good" he would let us bring in an album and play it in class. He like to joke around with us a lot but he also made sure we did our homework and followed instructions in detail. He was also known to party so we liked that. His grading system was based on tests that asked you what you knew--facts. He didn't give essay tests--I think essay tests should only be given in English and history classes.

7. The best class I have taken in college is Principles of Accounting. The professor was an excellent teacher and made an easy going atmosphere. The teacher tested on exactly what he lectured on. I feel this is only fair because to test on the whole book would make it completely impossible for the student. The other thing I liked was the grading policy. If you missed "no" classes you would get a 1/3+ grade for incentive. This was very helpful because I feel the best way to learn is in the classroom.

The thing I dislike is all the classes that require term papers. They don't show anything except how good you can B.S. Besides don't we write enough papers for the required classes.

8. The best class that I have taken since I've been in college was my January 1980 interim class. It was skiing at Great bear. The slopes weren't the greatest, but we had fun. There wasn't much pressure put on oneself from the instructor. It was a slack environment. The class was pass/fail. There wasn't any classroom teaching except for when we were told how to pick out the right boots and skies. From there on out it was a great month.

9. I think my interim class, Stress, was my favorite class. I didn't think that it was as good as I expected, and I think that my high school class that dealt with modern problems was much better, but it was my favorite class since I've been at DWU.
I liked the subject matter but I thought it could have been broader. I thought the tests were bad. I only received 1 C and the rest A's and B's, but the tests were essay and the teacher was not specific as to what he expected. It changed with every test. I once quoted from the book to answer a question and it wasn't good enough.

10. The best class I've taken since I've been in college was Intro to Criminal Justice. Even though it has no actual bearing on my nursing career, there is general information for anyone in any phase of life that is pertinent.
The teacher was excellent. He had several years of experience working in the field of criminal justice, and he taught us the ways things really are, not just what the textbook says should be. He was a very personable young adult, and took the time to answer all questions and discuss any subjects brought up by the students. His grading procedures were very fair. His assignments were of the nature that were of benefit to us as students--not just busy work!!
The subject matter of the course pertained mostly to the laws of our state and nation, and more important, our rights as individuals whether we were guilty or innocent.
In my opinion, if the teacher I had could teach everyone the course, it is a course that every student should take.

11. The best class I've taken since at college was Biology. This course is required by all health oriented students. I felt this class was the best because I learned the most out of it and enjoyed it the most. Sociology and other courses like that I feel are a waste of time. I don't feel that they will help me very much with my health-oriented career. Biology was what I was most interested in. We learned many interesting things about our environment and our bodies. My teacher was very straightforward and knew what he was talking about. Sometimes I felt that he was very pickt when it came to the essay questions on the tests but later on I learned how to write the way he expected. I found Biology a very rewarding and worthy class.

12. The best class I took during college was the class college math. The reason I say this is because the teachers in this class brought out things that were factual. They didn't say this might have happenede or this is how it could have happened. The teachers were teaching the truth. The atmosphere of the class was enthusiastic at some points and not at others. The grading procedure was effective because what you did is what you received.

13. I think the best class I've taken was a college psychology class. The teacher made an effort to learn all student names and sincerely seemed to care about his job. All of the subject matter was new to me as I had no background in psychology. All readings came from one required textbook, which kept costs down and hassle to a minimum. grading was strictly from tests, BUT, study guides were distributed for each test this helps to better prepare for a test. I also feel this makes you know and remember the material. Unlike most courses that test everything and anything and one learns things too generally and retains very little.

14. First aid/health: I really enjoyed this class because I learned everything there is to know

about what to do in an accident or if first aid is needed around the house. Health we learned the basics of how accidents happen in everyday life. Illness and disease were looked at thoroughly. I guess I enjoyed this class the most because it dealt with my major and I enjoy things like first aid. The teacher made the class enjoyable by bringing in films and interesting discussions. Dumbes were brought in when we had to learn CPR and that was truly interesting because it was like working on a real person. Everything done in this class was learned or done as if it were a real life we were saving.

15. I find that a lecture type class is my best learning experience. I like to sit back, take notes, and absorb the instructor's knowledge on his/her subject. I hate lectures which have a lot of group participation or a lot of questions from the students. I find that those type of lectures are unorganized and so confusing & at times do not stay with the course material.
Mid terms and finals are a good type of evaluation. I dislike pop or weekly quizzes. I dislike when a class covers lecture material for a lab, just so they can have more class hours. Labs have more credit hours because of not having a lot of outside work for those hours. There should not be readings assigned for lab hours.
I dislike a lot of extra readings for a class--which cover the same subject but say it in another way! What is the point when one reading would have been enough.

16. The best class I've taken since college has been engineering 109 with Dr. _____. The class was very interesting and although we only met once a week, I learned very much. We studied the flow of electricity, statics, estimations, and interests. A very basic course yet extremely important for my major since the course gave me a sense of what its like to be an engineer. The teacher was very qualified and taught so everyone could comprehend fully, and yet he had a good sense of humor. The tests were also important but I never experienced any trick questions and the teacher always covered the full amount of material.

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17. The best class that I have taken in high school was chemistry my senior year. The teacher's attitude was one of eagerness because he was new.The subject matter was quick paced and was broad in aspects. I enjoyed many films and film strips that were shown. The atmosphere of the class was one of relaxed, humorous learning. The instructor used the bell curve grading method which adjusted accurately to chapters with varying difficulty. When the individual is responsible to himself he seems to do a lot better. Also I very much liked the many labs and "hands-on" learning techniques.

18. In high school, I thoroughly enjoyed my senior science class. The reason for me enjoying this class so much was the teacher, K___ H_____ . Mr. H_____ is a very interesting person and because of this he can hold your attention. He is very knowledgeable about each section of science. I personally think he could teach geometry to a blind man.

Senior science was a course designed to touch on eact part of science. One day we might work in the chemistry lab and the next we might be working on our nature trail. It was great once we even took a canoe trip.

19. EDSF_____ taught by Professor L_____ was one of the most interesting and thought provoking classes I have attended here at UM. The choice of text was well integrated with stimulating class discussions, visual presentations and appropriate handouts. The professor was always in class before the students arrived, well prepared and very knowledgeable. The most interesting aspect of his teaching method was that he would give very few answers. The student had to dig for them. Once found they became your own. All papers were collected on the date due and returned promptly. There was never a feeling of pressure in this class. Amazingly I found myself doing outside reading in addition to assigned reading (just to be sure of my conclusions).

20. Current Issues in education: In most classes, I have to sit and think about "how to please the teacher." Becomes an old game after awhile. But I've found that the teacher who taught this class is open to a variety of viewpoints on different topics. Everything he said was important and was seldom boring. 4 projects had to be done for this class. But we had choices galore--not just 5 or 6 choices. We also could individualize a project. I think I really benefitted from these projects because I could always do it in my field of interest. The films shown in class were up to date which I think is an imporatnt point. The tests were extremely fair in my opinion. A student did have to study for them, which I think is only fair. The questions were not all memorization either. Sometimes one had to apply knowledge.

21. It [the best class] was sociology during my senior year. The teacher had good rapour with all of his students and the class wa very interesting because of class participation. The teacher was a graduate of the same high school in 1966 and the president of his class. He had a lot of stories about his days in high school and college days at Drake. he had few dislikable qualities.
The class itself covered such subjects as abortion, capitol punishment, pigmys in Africa, and 6 weeks of "death and dying." He would talk about the subjects and inform us about them, then we would make our own decision if they were right or wrong. We had such activities as writing letters to the president about abortion, writing to the parents of Karen Ann Quinlin, and visiting a mortuary. It was, by far, the best course I took in high school.

22. Content of [my ideal] course will not only be concerned with family living from raising a family to death, its essence, structure, and problems. It will also apply the relationships, effects and questions of what, how, why to social, economic, and political events such as crimes, abortions, drugs, national government actions, world affairs, etc. The course must also present the students with ideas and answers to questions then allow the students to form their own opinions and solutions, to apply their knowledge to reality, and most important, to motivate the students to think on their own and be able to express their beliefs. Therefore, the professor, who is the vital

element in the class, must have a good personality, be able to communicate with the students personally as well as being qualified to teach, should be able to help the students as much as possible, must be fair and honest, and also have the experience and knowledge of the topic to motivate the students. The professor will grade and evaluate the student not only from tests but also from class discussions, student's participation in class debates and with speakers, and most important growth in the student's ability to express himself orally as well as written, to apply his knowledge to life, if possible, and to respect others opinions, ideas and form his own judgement and possible solutions.

23. The best class I've taken was an advanced chemistry class called chemistry studies. I took this as a junior in high school but it was the only class that really prepared me for what college was going to be like. The teacher never reminded us to do the readings, he just expected us to know what he was talking about the next day. We had labs that went along with the lectures to further emphasize what he was saying. The subject matter covered everything I learned in my college freshman year chemistry, except the teacher made sure we knew how to find moles of a substance. He gave us many problems to solve and if we had questions he would go through them on the board for the whole class. The tests were based on his lectures and were difficult if you hadn't kept up with the readings. Most were multiple choice but on problem solving ones the work always had to accompany the answer or no credit. That was great, you couldn't cheat. I, of course, didn't like the class while I was in it but in the long run I probably learned the most in that class for helping me in college.

24. The best learning environment for me would include three basic activities, small group discussion/lecture, research, and some type of "hands on" activity. The course should challenge me with an achievable goal which would be of personal benefit to me. For example, a course in learning how to use a personal computer. The class as a small group would provide information on the basic steps for programming a computer. This would also provide me with an opportunity to ask the instructor questions. I would spend most of my time with my computer doing exercises and attempt to learn the basic program techniques. I would want resource materials readily available to me, preferably textbooks or manuals I would have at home.
The course would evaluate me on how well I understood the basic program instructions and how well I utilized theses techniques in my personal program. I would be required to pass a computer exercise test on the computer itself.
The instructor should be willing to answer questions, give constructive comments and challenge me. I would want to be steered in the direction of the solution, rather than always be given the answer directly.

25. I feel that I do best in course in which I can put into practice what I have learned. I have always enjoyed doing experiments, such as in biology, chemistry, or psychology. I also feel that a course instructor should give the student as many opportunities to do well as possible. The course grade should be evaluated by use of many different grades, instead of just a few.
In my opinion, if a course is not challenging, it is not worthwhile. The good student is prepared for and expects the challenge. To learn, one must put their mind to work. If a course requires little thought or insight, it is nothing but a waste of time.
The teacher is a very important factor in a student's education. The teacher's attitude makes a great impression upon the student. The instructor should be concerned about the student's welfare, and should do everything possible to see that the student understands the material being covered.

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26. Surprisingly, I feel that the best class I've taken was last quarter's social psychology class. Even though it was more difficult and applied some of the same ideas and theories as sociology and psychology, I think I learned more about human behavior in this class than in the other two combined. The text was even more dull than the other two, but I read it more. The information I was bombarded with during the quarter was so much more applicable to understanding others and my own behavior. The teacher was wonderful. She didn't worry because we weren't covering exactly what she had planned for the day. She had us do many interesting and revealing activities to emphasize her points. Her grading system was immaculately fair. on essay test questions and research papers she wouldn't look at our names until after they'd been graded. This way she wouldn't be biased by her personal feelings and opinions of us. What could be more interesting than discovering what things are affecting your own seemingly incomprehensible behavior? It was even neat to realize that some of your previously held beliefs were quite far off the mark. Sometimes common sense just doesn't work. I like analyzing behavior, but I prefer to do it when I can have some solid concrete evidence to back up my observations.

27. I equate the best class I've taken with the one I learned the most from. This would have to the coordinated studies course from last quarter, Gods, Heroes and Humans. It was of a philosophical bent and was filled with new ideas for me and a chance to learn from my classmates as well as from the teachers and authors of the texts.
Our program theme was: to what extent are humans free to choose their own destiny? And to what extent are they controlled? This question gave the class a very free feeling atmosphere, as there is no possible right or wrong answer. Most people took advantage of this and there was a lot of lively discussion, proving that most people were as enthusiastic about the class as I was.
The readings were old and famous, rich with the culture of their time, but removed enough from our time that it was fairly easy to examine the ideas of the authors apart from their societal influence, i.e., how they might apply to our lives today. The readings included: The Odyssey, the Bible, Aristotle's Ethics, Paradise Lost, the Rule of St. Benedict, Thucydides, the Orestiea.
Grading procedures were not the highlight of the clas. They were in the normal manner: A, B, C, D, F. We did not evaluations of the teachers, class or ourselves. Four papers (essays) and a mid-term and final exam were the biggest part of our grade, along with our performance in seminar. Oh, yes, seminar was the valuable part where we were to try out our ideas on our classmates and exchange thoughts and criticisms to everyone's benefit. Without this part of the class, I wouldn't have considered it "the best class I've taken."

28. The best course I have taken, to date, is the coordinated studies course I was involved in last quarter. The course was a positive experience for me because I felt awakened to the purpose of education which to me is to develop a larger picture of the world I am in. Through the combination of different subject matter toward the same goal I came away from the program with a sense of understanding of the subject matter that I would not have been able to achieve otherwise. An example of this would be that through the reading of ancient greek--through contemporary works that dealt with man's relationship to god/gods not only did I get an understanding of the cultures that the works related to, but also an understanding of the timelessness of mankind's search for spirituality.
The class demanded involvement which I think is very useful in the development of students. I found myself forced through involvement in seminar groups to be prepared to discuss and argue about the subject matter. Nothing could be as tedious and embarrassing as a room full of people with nothing to say.
I also think the environment was conducive to the instructors. They had an opportunity to relate their work to a larger whole and by so doing they had an opportunity to express their knowledge in unfamiliar ways. An example would be the anthropology instructor being able to show the cultural impact of new religious beliefs on a group of people--in relation to man's search for spiritual self.

29. Philosophy 100--introduction to philosophy--struck me as an excellent class. The instructor

had a marvelous way of expressing himself. He knew what he was talking about. he gave the students time and encouragement, but most importantly he let the students do most of the talking. Discussions were held everyday on the reading. We covered Plato all the way up to Martin Buber. The class had no strings attached to it, other than showing up and participating in lecture. The students and the teacher made the class together. The environment had a loose, free-floating attitude, but peiople still accomplished a great deal. We discussed the past, but it all related to our present and the future. The most positive aspect of the class for me was the interaction with the other students. The classroom discussion became insane and crazy at times, but it all had meaning and purpose. The literature read had a great deal to do with what we accomplished in discussion. I do not remember everything, but I remember what was said in seminar. I remember reading these books and disagreeing with famous philosophers. I enjoyed the freedom to create and think in this class. The instructor and the students brought hope for our educational system because everybody just wanted to learn.

30. The best class I have taken since high school was a coordinated studies class taken during the fall quarter of my first year at college. The them of the class was "technology and change and choices" (or thereabouts). The course integrated psychology, writing and literature through reading, writing and student/faculty discussions. The class size was small--beginning at about 30 and ending with 20. Three instructors (faculty) were involved making the ratio of student/teacher very intimate.
I began the quarter with excitement and anxiety. I had been away from school for 14 years and wasn't certain what to expect. I was immediately put at ease when I saw the excitement and caring of the instructors who were to facilitate this course of study.
As a class, we read together, discussed what we had read, we wrote together--we became a community of learners with a shared focus. That focus being to learn.
That course is over and I've moved on to other things but the excitement of that experience has carried on and I continue to grow as a student. hearing an author's name--Baldwin, Kafka--reminds me how my knowledge has been expanded and it isn't just to get "the grade." I'm filling with ideas that I have yet to sort out. But I'm filling!

31. The class that qualifies as "best" would be the coordinated studies taught fall quarter dealing with the relationship between individuals and technology.
There is no question in my mind about it being the "best" class I've taken. It taught me to evaluate what I read, to <u>listen</u> to what is being said and to consider what is implied or assumed. There was an openness in the class to new and old ideas. It was expected that if you took class time to talk you had given some thought to the idea, and therefore, the class was obligated to listen.
There were films, lectures and seminars, divided up between three instructors. The instructors' background and expertise were varied (english, computer, psychology). Each brought their own prejudices, but they were altered by the co-teaching situation. because of the varied backgrounds we were able to see the interrelatedness of the subjects in a way that would have been impossible in three separate classes.
The seminars allowed for all participants to voice opinions as to what they each heard and received from the readings (books, poems, etc.). There were discussions which allowed us to incorporate new ideas into our own.
We had an hour break in between the the four hour class and were encouraged to have lunch together including the instructors. We began to take over larger and larger tables as the collegiality grew.
The experience was unrepeatable and unique, but left us with a feeling and need to find the same format again that we might grow again with that same intensity.

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32. The best class that I have taken has been a biology course that discussed critical issues in biology, mainly dealing with genetic engineering and related concepts, i.e., what is it, what techniques are involved, ethical and moral issues involved, etc.
The best thing about the course was its focus on the possible repercussions that this type of genetic manipulation might have on society, including the moral and ethical considerations involved. This was a great move forward in regards to how a controversial issue should be presented. I think all science courses, if not all courses, should be taught this way. Don't just present the factual or technical information but also include the effects and ramifications that this subject might have in the upcoming future. Expose us to both sides and then let us decide whether we agree or disagree with what should be done. Too many people shout out opinions without ever having any knowledge of what their opinion is about. A good example would be recombinant DNA research. Many people aren't familiar with the term but are familiar with the term "cloning." They make their opinions using only someone else's ideas or something they saw on a late night horror flick as the sole basis of their formulation. They don't take the time to gain any factual knowledge about what their opinion is about.They use strictly emotional means for their outbursts. This seems to be true not only in science but in society itself. There are are so many uneducated voices who don't know what ramifications their votes have. They simply vote the way some so called "moral expert" told them to vote on the Rex Humbard Religious Hour.
With more courses taught in such a manner there would be less ignorance to what society's opinions have to say. There will be less uneducated voters electing uneducated representatives to govern us and try to keep us uneducated by the laws they enact.

33. The ideal course with the best learning environment for me would be one in which the instructor and the students meet each other halfway in the course objectives. The class would be no more than eight or so students in size. The students would prepare for the class by reading material assigned by the instructor. The reading materail would be such that it would give students an option of several approaches to the concept and how it relates to the modern world. With a one hour period of a lecture by an instructor, the students would be able to discuss and debate the different approaches and interpretations between themselves. The instructor would merely guide the discussion by throwing out new hypotheses for the students to react to. For example, the instructor might throw out a hypothesis and ask a student to discredit it based on the student's comprehension of the material. The instructor would then, by merit of his knowledge of the subject, discredit the student's objections to the matter. This "debate" and "student challenges the instructor" format would encourage the student to go out and learn more about the subject to be able to more aptly defend his arguments. By this, the student learns more than what the course objectives call for. he is allowed to develop his own views and his own interpretations of the course matter while still being able to comprehend the basic principles in an unbiased manner. The, instructor, hopefully being an expert in the field of the course matter, would be able to determine the extent to which a student has done extra work by his class participation and comprehension. A grade for the course would be given according to this and the grades from the exams, which would be devised so loose as to let the student voice his own opinions while stating his comprehension of the material.

34. For me, the best learning environment would include two main points: open class discussion and personal research papers. The open class discussion would permit me to consider other students' ideas, the teacher ideas, plus voice my own ideas. The personal research papers would enable me to concentrate on subjects I am interested in, plus do extra research in areas I found intriguing. The content of the course would include discussion of well-known works of literature, other students' interpretation of them, and "classical" interpretations of the works. The teacher would serve as a backbone for the discussion, but also act as a "devil's advocate" when in class discussion. The class atmosphere would be characterzied by a willingness on the part of the students to be open and honest, yet not set in their ideas. The final evaluation of the student by the teacher would consist of a final exam that was not extremely heavily weighted, the grades on the

personal essays written during the semester, plus the teacher's evaluation on the student's discussion performance. An added dimension to the class would be questions or statements assigned outside of class which would stimulate thought.

35. The [ideal] course would emphasize discovery and creativity-- indicating controversy surrounding various positions and detailing how those controversies were settled. It would detail the contributions of great thinkers in the field--how they generated ideas and tackled problems. grading would emphasize "thoroughness of knowledge," "defense of position," "creativity." It would require a paper which emphasized research using primary source material and demand a proposal for further research. Tests would emphasize comparisons of ideas, methodologies, and conclusions. [The instructor would be] someone who would challenge the class to present ideas, argue with positions, demand proof. The instructor would use exercises that engage the students in creative problem solving--but who would also provide a thorough basis upon which students solve the problem.

36. The best, most interesting and most educational class I've taken in college was "social and political philosophy." This course was required for my minor, and I had anticipated a boring, learn by memorization approach. However, the class was not only interesting, I actually learned. each student determined at the first meeting how he/she would be graded; i.e., tests, papers, and discussion participation were the components from which we chose. Our reading assignments were long and complicated, and class time was spent analyzing, discussing, critiquing and understanding the readings. Our instructor merely led the discussion, but did not interject his own thoughts or beliefs. He often presented radical beliefs, in an attempt to stimulate our own thoughts and critiques. The course was enjoyable for two main reasons: 1) it was not highly structured and 2) discussion was always used, rather than lecture. "Social and political philosophy" taught me one important concept: a question is <u>not</u> answerable, nor do all questions need to be answered. I now feel comfortable with this concept, yet I haven't stopped asking those "unanswerable" questions.

37. The class which made me think the most was Man and Morality, taught by _____ at Bethel College in St. Paul. In this class, we studied, questioned, and tore apart the different moral standards of man. Our teacher did a great job of making every side//opinion of each question sound right--thus letting us make our own decisions as to what conclusions we would draw. The class was mainly a discussion-type atmosphere and we had 2-3 short good paperback texts--one of the best being Situation Ethics. _____ graded us based on short quizzes taken ocne a week; a major paper on a moral/ethical question using an evidence-backed opinion style; and on our contributions to class discussions. The class was good because it caused me to question, decipher, think and draw conclusions about a very personal part of me--my moral system. We were not spoonfed facts, nor we were forced to be carbon-copies of our teacher.

38. Both of my favorite classes centered on interpersonal relationships and involved a degree of introspection/self analysis in addition to recognizing the same need in others with whom you interact--for them to be able to do the same. Confusing!?
In college overall my favoriate and most appreciated course is/was Psychology of Personal Adjustment. In that course we frequently dialogued about personal values (something, I said then, that I didn't feel I had), how to recognize own and others' values, acceptance of value which may be contradictory to your own (tolerance), and plain and simple feelings--personal feelings.
It was a class conducted in a non-classroom setting, where the classroom atmosphere was not at all prevalent. In fact I would say it was <u>not</u> a class, but a support group: a group of virtual strangers who came together 3 times a week, shared deep thoughts, grew to trust and care for each other, and to (most importantly) accept each other because, even tough values some times clashed radically, we were able and open enough to try to understand each other. I loved it! I came to recognize my own values aided by others in that caring, wonderfully caring way--it really provided immense room for tremendous personal growth.
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39. The best class I've taken in the last few years was my literature of the western world class. The course was a survey course over English and American works, and included a couple days on the development of the novel. It was taught from a philosophical, world-view paradigm. He [the teacher] presented us with the idea that anyone who writes does so from a certai perspective on the world, and must answer, assume, or deal with in the work each of these basic questions: who or what is ultimate reality? who or what is man? what is the basis for morality? what is the meaning of human history? and what happens to man after death?
We had to, for ourselves, answer these questions, which was a challenging and very educational task. The prof broke down the world views of the western culture into 4 basic categories: platonism, romanticism, christian theism, and extistentialism. We then read a work or works which illustrated each of these, and related the work back to the five basic questions. (We also dealt with theme, metaphor, conflict, and tensions in the works.)
This approach to literature caused me to enjoy it. It made literature relevant to me--for these writers struggled with the same issues and questions that anyone who takes time to think must answer in his own mind. I could also see many parallels and the relationships between this lit class and other classes I've taken, e.g., history, sociology, philosophy, theology.
The teacher himself was well prepared, quite knowledgeable about the material, and you could tell that he enjoyed his work, loved literature, and was convinced that what he was doing was important. He was energetic and had a great sense of humor. His tests were mostly essay, and you had to know your material cold when you went in because the questions would ask you to take what you had learned and draw conclusions which you may not have gained, necessarily, from class. His tests were very challenging and I found that I learned much both in studying for them and in taking them.

40. I would say that my best experience of a class to date is the Coordinated Studies class Gods, Heroes and Humans in Literature and Philosophy. The learning experience I gained during those 10 weeks had so many fine ingredients: great literary works, creative and varied instructors, a broad range of personal viewpoints and reactions to what was presented, and a chance to develop better writing skills.
In the course of the quarter I began to see some of my own biases toward linear thought, male dominance, and structured learning/teaching. As a woman who has raised a family, having grandchildren, having worked in both large and small businesses, and also having done much to educate myself less traditionally, I found some of the limits of the class a real challenge. This was so good for me!! Rather than get the situation I wanted, I got instead a new impetus--a strong one--to go beyond the limits I perceived. This was also happening for some of my fellow students, especially the women who also found God to be feminine, found heroines sometimes where there were no heroes, and found humans to be creative by nature rather than controlled or controlling. While this was a wonderful opportunity for me to learn and a most conducive atmosphere in which to study with others, I stil find myself chiefly responsible for my education.

41. The ideal environment for me to learn in would be a self-designed seminar for 12 selected students. Ideally such a seminar would run two consecutive terms on a biweekly basis.
The content would involve both primary and secondary materials and theories and data. The subject would be something that I am intellectually curious about but, as yet, not well informed. It would also be on a topic on which I had not yet come to any firm conclusions.
I would choose the students on the basis of my evaluation of their performance in other courses, their analytical and creative abilities, and their willingness to speak in class.
We would begin with a holistic approach, proceed to a variety of theoretical angles of vision and then read and analyze together primary materials. We would do this largely by structured seminar discussion plus one or two analytical-problem papers per term. I would evaluate discussion daily after class on a sliding scale based on how effectively the intervention advanced our insights into and understanding of the problem at hand that day.

42. What I will describe is an ideal learning environment, considered independently of the other demands in my life (e.g., husband, baby).
Content: what I would most enjoy and benefit from at this time would be an intensive course on home landscaping. BY intensive, I imagine perhaps a course meeting daily about 4-6 hours for several months. (The 4-hour time might be best because it would allow after-class time for assignments and reflection/integration.) The course would cover a range of subjects, including design theory, practical engineerng problems, plant materials. There would be constant back-and-forth between more theoretical work and applied, concrete problems. For instance, we might read about the theory of design; then make field trips to several gardens/parks to see some of the principles applied in real life; then work out on paper a specific design problem, coming up with a variety of alternative perspectives. It is most important to me that the teacher be: someone with a genuine love and enthusiasm for the subject, and a wish to share that enthusiasm; bright, knowledgeable about their subject; articulate and a good communicator; with a working knowledge of the learning process, and a capacity to imagine themselves in the state-of-mind of a newcomer to the field; warm, with a sense of humor. The kind of feedback process I would like would be in the form of frequent (weekly?) discussions (oral or written) with the teacher, addressing in specific detail both the strengths and weaknesses of my work, i a way that would help me determine what I needed to give special attention to. In addition, I would like to discuss my work with other class members and get their input, suggestions, feedback. I imagine perhaps one primary teacher, but frequent use of outside speakers to present on areas of expertise, different points of view or approaches, encourage discussion, etc.
Fellow students: it would be a small group, say 8-15 students, preferably a wide variety of people, some of them working in the field but most not, mostly post-college age, who are motivated and enthusiastic.

43. The best class I've ever taken was a graduate seminar course in the East Asian Language and Culture department. Because the class was very small (4 students), the opportunity for interaction among students and teacher and among students themselves was always there. The teacher encouraged us to read up on the stubejct as much as we could. He represented not a pure lecturer who told us what we needed to know but rather a resource person who had more training and experience in the field than the students. he encouraged us to work together and share our ideas and thoughts. We were like a small research team--each of us coming from totally different backgrounds of upbringing and learning. The class transformed my attitude of myself as a student. I no longer played the role of a recorder of my prof's knowledge. I had the ability to go out on my own and seek knowledge although many times I needed guidance from the prof. The grades were not seriously taken nor stressed. What was stressed more was learning and I appreciated that. We wrote essays and took no tests. The professor encouraged us to not only learn the material but think it over and integrate it in our lives.

44. How can someone like myself--jaded after sixty-odd times through the round of receiving the syllabus, taking lecture notes, cramming for the midterm, and cranking out the final research paper--find the enthusiasm to sing the praises of one particular course? I could only do so if the course had been quite unlike all the others. And indeed I can look back on one course that was so refreshing that I can scarcely remember and do not care at all how many credit hours it earned me. Its title, "The Body in Sixteenth-century France," gave a hint of something unusual going on. The professor had the most active mind I have ever encountered. On any occasion she could talk about almost any topic--from the most concrete (such as cooking) to the most abstract (such as structural anthropology)--and manage to come up with at least a couple of observations that had never struck anyone else there.
The course, more than any other I have ever taken, was an exprience <u>in</u> learning, rather than a mere experience designed to produce learning. The prof had never taught the topic before, and she did not have a plan for transferring to us any specific subject knowledge. She simply had at her and our disposal a fascinating variety of documents relating to how people in 16th-century France acted and talked about their bodies. So our work for the seminar was to examine handbooks of

medicine, pictures of costumes, descriptions of sports, accounts of funerals, expositions of the legal incorporation, and so forth and somehow draw some conclusions about the mentality of Frenchmen in the 1500's.
Professor _____, of course, had her own perspective, influenced by feminism and certain theories from the social sciences. But when she sat at the head of the table in her cramped office, she adopted the role of midwife to our ideas. Her questions would lead us to consider the most puzzling aspects of the source we had read. Even as we began to thresh out some explanations, she would spur us on by noting connections between and implications of our ideas and suggesting further evidence we could examine to pursue those ideas. her comments on our papers were similarly rich in practical encouragement.
I should also give credit to the half-dozen other students in the class for the intellectual fertility of the course. They each prepared well for each session, contributed a unique viewpoint (one was studying Islamic law, another early-modern methods of surgery, etc.), and took the time to respond to my ideas with supportive suggestions. we all grew together, and--not surprisingly--many of us began to think more like Prof. _____.

45. I enjoy courses that develop analytical thinking and readin skills. I enjoy literature and the investigation of it through personal interpretation and psychological analysis of both writer, characters, and intended audience. A class should involve a great deal of open discussion as well as structured and nonstructured writing activity. Students should be allowed to enter into various roles during such a class, including that of investigator, challenger of ideas, teacher and others. When dealing with students wo have been exposed to conventional grading systems for so long, conventional grades are necessary. However, some innovative systems, such as peer grading, should also be included in the ideal class. One on one discussions with a teacher would greatly allow students to internalize and accept and question evaluation. Such communication would also allow for more direct feedback from students to teacher, thus allowing for teacher growth as well. A good course will make a student challenge his/her own values and beliefs due to exposure to other (different) thoughts and lifestyles. A student should not be made so defenseless (i.e. no chance to discuss) as to have to accept new thoughts because they are "right," however. A good course should also challenge a student to develop skills other than those we need to comprehend course material. Thus social and interpersonal skills should also be challenged by providing group projects and class leadership experiences. The ideal class is one that brings together students from varied backgrounds, provides a relaxed warm feeling, and allows students to be themselves.